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| Teaching Strategies | Checking for Understanding | Guided Practice | Independ. Practice | Growth | Goals |
| Types of Thinking- teaching strategies need to be altered because of the different types of thinking of our students (differentiated instruction) | Socially Constructed Meaning: The teacher can observe the students' understanding by allowing them to construct meaning socially and allowing them to enhance their learning by teaching. | Socially Constructed Meaning: The students are practicing their skills while still being guided by their teacher, and while working with their classmates. | Assimilation/Accommodation: The students' learn to assimilate and accommodate during independent practice. | Assimilation/Accommodation:The students' individual growth is dependent upon their ability to assimilate and accommodate. | Piaget's Stages of Development: The ultimate goal of what is being taught needs to be altered depending on the developmental stage of the students. |
| Intellectual Stamina- ensure student understanding and focus by teaching intellectual stamina | Differentiated Instruction- Teachers can differentiate in three parts of education, one of which is during the process. The teacher can monitor understanding through this aspect of differentiated instruction. | Zone of Proximal Development: The zone of proximal development is created during guided practice. | Differentiated Instruction-Can be used when assigning students a final project or assessment. | Quantitative/Qualitative Research: Growth of the teacher is enhanced by the practice of conducting research. | Differentiated Instruction- Differentiated instruction can be used to provide students with different products, the end goals of a unit can be a final product that is differentiated. |
| Piaget's Stages of Development: The teaching strategies used depend on the developmental stages of the students. | Cognitive Apprenticeship- The idea of first I do you watch, I do you help, you do I help, then you do I watch. Throughout these steps the teacher is checking for student understanding. | Differentiated Instruction- Differentiated instruction can be used in order to group students in order for them to learn from one another within their zones of proximal development. | Cognitive Apprenticeship- This fits with the you do I watch portion of Cognitive Apprenticeship. | Differentiated Instruction-Differentiated content can be provided for students who have a grasp on the content, and require work on the next level in order to grow. | Updated Bloom's Taxonomy- Teachers can use the updated version of Bloom's taxonomy to help students create goals for themselves (and the teacher can have goals for individual assignments, units, etc.) |
| Exceptional students- students who have abilities or problems so significant that they require special education...keeping these students in mind when planning lessons and researching new strategies is integral to my philosophy. | Memory Tricks-Memory tricks (such as memory flashing) can be used in order for the teacher to see if students know the content. | Cognitive Apprenticeship-  This fits with the you do I help portion of Cognitive Apprenticeship. | Memory Tricks- Allows students to practice and study on their own, memory flashing, chunking, use all senses, etc. | Motivation- Student and teacher both need to work on motivation, learning to learn strategies, power thinking, and intellectual stamina. | Assessment- knowing the learning goals and teaching to those goals will help to create a worthwhile assessment. |
| Theory of multiple intelligences-all students have eight intelligences, but use one or two the most, the teacher needs to keep these in mind when planning. | Assessment-used to obtain information about student performance. Teachers use assessment to gauge student growth. | Memory Tricks- Teaching of memory tricks can help the teacher to help the students practice their new knowledge. | Motivation-student motivation directly effects their independent practice. If the learner has great motivation to learn they are more likely to do so. | Video games for motivation-If we allow our students new and different ways to learn and practice, they are more likely to have personal growth. | Standardized test- state and nationwide testing are also things that we must focus our teaching on. |
| Mainstreaming- teaching children with disabilities in regular classes-this concept requires the classroom teacher to accommodate all students. |  | Exemplar- a specific example of a given category that is used to classify an item. Teachers can use a specific example in order to model what students are to create. | Self-management- students’ management of their own behavior and responsibility for their own actions can be most well practiced independently. | Problem Solving- creating new solutions for problems in order to expand the students knowledge. | Validity-when our goals are testing and assessment, it is important for our means of assessment to be valid. |
| Differentiated Instruction- The idea of differentiated instruction can be incorporated in three different aspects of education, the content, process, or product. All of these can be incorporated into the teachers teaching strategies. |  | Guided Discovery- the teacher provides some directions to students to guide their practice. |  | Restructuring- conceiving of a problem in a new or different way. Students can show their knowledge and growth by looking at a problem in a new way. | Reliability-when our goals are testing and assessment, it is important for our means of assessment to be valid. |
| Behavior Management- Appropriate teacher-student relationships: appropriate leadership, classroom as a team, aware of student needs. |  | KWL chart- in order to guide students to recognize their own understanding and what they have learned. |  | Service learning- students can extend their learning to the real world and are able to grow not only academically but emotionally as well. | Culture fair/culture free test- when creating an assessment, it is important for it to be free of cultural biases, meaning students from all different cultures can answer the questions equally. |
| Classical Conditioning/Operant Conditioning-Teachers can incorporate these two types of conditioning to work on their classroom management and to determine their own teaching style. |  | Collaboration- teaching students collaboration will help group work which is an intricate aspect of guided practice |  |  | Self-actualization- ultimate teaching and learning goals being fulfilled. |
| Task-involved learners- a teacher’s knowledge of the type of learner the student is will affect the teaching strategy. |  | Reciprocal questioning- this is an effective strategy for use in guided group practice. |  |  | Goal orientations- beliefs that students achievement is related to their goals. |
| Work-avoidant learners- a teacher’s knowledge of the type of learner the student is will affect the teaching strategy. |  | Jigsaw- this strategy is a way for students to coconstruct knowledge by explaining to other students and learning from them as well. |  |  |  |
| Classroom management- a teacher’s strategy of classroom management is often reflected in their teaching strategies. |  |  |  |  |  |
| Procedures- Following specific procedures is an integral part of following different new strategies. |  |  |  |  |  |
| Group focus- the teacher’s ability to keep as many students as possible involved in activities. |  |  |  |  |  |